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ABSTRACT

This guide presents a new approach to the teaching of the behaviors relating to job skills and the maintenance of successful employment for handicapped persons, in particular the mentally retarded. The manual is divided into three major learning areas: those of skills, knowledge, and attitudes. Unit 1 on skills contains two subsections that deal with (1) work skills (behavioral traits, not job skills) providing the link between the classroom and the job site by bringing into perspective the relationship between classroom activities and how they pertain to the student's work and (2) interpersonal skills, with regard to self concepts, specific situational usage, and how they relate to work. Unit 2 on knowledge deals with materials needed to provide the vocational student with a base of learning in various subjects directly related to work. Subsections of this unit focus on orientation to work, self knowledge, job seeking, the interview, and necessary related knowledge. The last unit on attitudes concerns how the students' affective displays of appearance and behavior may be interpreted as a reflection of their attitudes towards work and work ability. Grooming and manners are discussed in this section. Concluding the manual is a section devoted to the reasons why people lose their jobs; it is intended to illustrate to the students why they should maintain certain standards of behavior. For each of these sections, some or all of these items are provided: goal, objectives, methods, learning activities, examples, notes, materials, and evaluation. Appendixes to the manual contain plans for group training and for role playing and a glossary of basic communication skills. (KC)

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The Work Survival Skills Training Curriculum Manual

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INTRODUCTION

There exists a need for a vocational training guide that would focus directly on behaviors relating to job skills, and the maintenance of successful employment for the handicapped, in particular the mentally retarded. There are many manuals related to the social behavioral aspects of individuals who are mentally retarded. However, the need which we are addressing deals with those behaviors which are specifically related to the obtainment and continuation of employment. Every aspect of this manual approaches these behaviors by examining their correlation to work.

Any prior learning in personal, social adjustment skills that the individual may possess is also re-directed in such a way that the individual associates it with successful employment. Therefore, The Work Survival Skills Training Manual, is intended as a new approach to the teaching of the behavioral aspects of work by the acquisition of these skills through the recognition of their integral relation with employment.

This manual is divided into three major learning areas; those of Skills, Knowledge, and Attitudes. These headings have been chosen because of the flexability they allow in grouping and teaching the different subjects. In many cases you will find that all three areas overlap. The area of attitudes, for example, deals with how a person's appearance and behavior can be construed as an attitude. As the student is guided to an understanding of why grooming is important to their vocational future, the student's self-concept is also being addressed, therefore touching upon interpersonal skills. At the same time the student is acquiring information as to how they can care for their grooming needs, which increases the scope of their knowledge.

Unit I, entitled "Skills", has been divided into two subsections, Work Skills and Interpersonal Skills. Work Skills, or perhaps more accurately, work traits is addressed by the first of the Work Survival Skills Evaluation series. It deals with behavioral traits not with job skills. It provides the link between the classroom and the job site by bringing into perspective the relationship between the classroom activities and how they pertain to the student's work.

The second subsection of Skills deals with Interpersonal Skills, with regard to self-concepts, specific situational usage, and how they relate to work. It is interesting to note here, that of all vocational students placed into competitive

employment through actions of this Rehabilitation Center in the past nine years, of those who later lost their jobs, there was only one listed as lack of technical skills. In all other cases inappropriate behavior, or lack of social skills was sited.

Unit II, Knowledge, deals with materials needed to provide the vocational student with a base of learning in various subjects directly related to work. Subsections of this unit are those of Orientation to Work, Self Knowledge, Job Seeking, The Interview, and Necessary Related Knowledge. Orientation to Work deals with a basic introduction to acceptable habits and behaviors associated with successful employment. It also concerns itself with the question of, "Why work?" Self Knowledge begins the process of preparing for the job interview by helping the student develop an awareness of the skills, and abilities that they possess. Job seeking skills are included to provide the student with information needed to locate employment, where to go for help, comparing personal abilities and talents with the available job market. (See Personal Inventory, Section Knowledge, subsection Job Seeking)

The Interview section stresses the importance of good grooming in relation to interviews, and provides information about what an employer is looking for in an applicant, as well as questions the perspective employee may want to ask in the interview. Necessary Related Knowledge contains information the vocational student will need if they are working toward competitive employment in a community setting. Subjects include community orientation, pedestrian mobility, community safety, money usage, telephone usage, and bus mobility.

The last Unit, Attitudes, concerns itself not with changing student's attitudes, but with how our affective displays of appearance and behavior may be interpreted as a reflection of a student's attitudes towards work and their work ability. Grooming and manners are two major factors in how an employer may perceive the student as an employee. Included are not only specific reasons for good grooming and a manners questionaire, but also an example of a specific grooming program, with suggestions on training a student in the area of good manners.

Concluding the manual is a section devoted to the reasons why people lose their jobs. It is intended to illustrate, to the student, why they should maintain certain standards of behavior and conduct.

Unit I - Skills

In examining the topic of skills it can be determined that skills can be divided into several general groups. However, for the purpose of this manual, we have separated them into just two groups, those being Work Skills and Interpersonal Skills. Work Skills are simply those tasks pertinent to the successful performance of specified job duties. The second grouping, that of Interpersonal Skills, is in general terms, the ability to relate to co-workers.

To develop a training program for the individual vocational student there are two considerations that should be taken into account. First, one must determine what types of employment would be most suitable for the particular student based upon what work skills they already possess. Secondly, weighing these work skills against the working environment made possible by their current level of interpersonal skills, the vocational student can be assisted in setting realistic employment goals focusing on the student's own job preferences.

To facilitate the development of work skills, methods and techniques have been included, and programs have been developed to assist the trainer in guiding the student toward their goals. The Work Survival Skills Evaluation (On the Job), developed and adapted from a list of "Twenty-Five Traits of a Good Employee", found in the Personal, Social Adjustment Training Curricula Manual, (Shellhaas - Writer, Drury - Consultant). This evaluation is useful in indicating those work traits the student may already possess, and to assess those areas in which the student may need additional training.

The interpersonal group programs within are devised so as to give the trainer flexability in implementing group learning by providing materials that can be used with a variety of different functioning levels. Movies and filmstrips used in these programs are listed again (See Appendicies, Section E) for resource purposes. They are invaluable in motivating students to discuss themselves and their work, within the context of appropriate behaviors and the consequences for inappropriate behavior. The Work Survival Skills Evaluation (Interpersonal Skills), has been developed as a way of determining the students interpersonal skills before and after training.

Unit I - Section A

Work Survival Skills Evaluations

The purpose of the Work Survival Skills Evaluation (On the Job), is to serve as a central evaluation tool for determining a student's level of appropriate work habits. This being established it is a forcaster as to what level of training is required.

Implementation of this evaluation requires that the initial evaluation take place in a skills training setting. Each section pertains to a different set of skills, yet each section of skills functions together to form the basic characteristics of a successful employee. In particular sections, care must be taken to assigning tasks that the student can perform so as to gain as clear a determination as possible of the student's basic work traits. If for example you are assessing the ability to accept and follow oral direction, and initiating tasks promptly, you should not assign a task that may be beyond the abilities of the student. This may result in confusion, which could be misinterpreted as procrastination in the initiation of assigned tasks. The section on Task Acquisition is used by the trainer to gain insight as to what methods and techniques should be used in the training of new tasks. Individualized training might range from simple demonstration of the task and use of minimal verbal assistance, to a need for a comprehensive task analysis, and extensive use of manual (hands-on) assistance.

The following are some basic guidelines for implementation of the Work Survival Skills Evaluation. Begin by setting up a structured task requiring skills you know the student possesses. Start by using the least amount of prompting needed, giving oral directions. Simple observation should quickly tell you if more detailed instructions are needed. While the student is working, document skill levels in the section labled, Task Performance. Do they move from one task to another without stopping? Do they attend only to their assigned tasks? Do they complete tasks satisfactorily ? Are tasks completed within the specified time frames? As is evident, the majority of these traits can be assessed through observation of the student while working. In the course of the evaluation there will be opportunities to observe those traits requiring interaction. If the student is performing a known task and the quality of work is below expectation, inform them of this fact, and require them to repeat the task again, properly. Proceed in this manner until all traits have been observed. Don't rely on one observational period, as the information may not be a true representation of the student's abilities. It is helpful to spread the evaluation out over several days, and

if possible through several different working environments, to give a true picture of the student's capabilities.

It is realized that forms tend to become an end in themselves rather than a means to an end. This evaluation and the those pertaining to other sections are only suggested as tools for documentation of baseline abilities and for measuring the student's progress. To be realistically useful they will need to be enlarged, ammended, or adapted; in part or whole, as dictated by the training environment and the needs of the individual students.

WORK SURVIVAL SKILLS EVALUATION

(On the Job)

Response to Supervision

_____1. Accepts oral directions.

_____2. Follows oral directions.

_____3. Accepts criticism.

_____4. Works positively after having been corrected on proper procedure.

_____5. Responds positively to work supervisor's demands.

Supervisory Needs

_____1. Requires close supervison.

_____2. Does not require close supervision.

_____3. Stays in assigned areas, and notifies supervisor if leaving work area.

Compliance to Rules

_____1. Reports to work on time.

_____2. Calls supervisor when sick or going to be late.

_____3. Adheres to personnel policies of the job.

_____4. Adheres to all safety requirements of the job.

Cooperative Work Behaviors

_____1. Minimizes non-work related conversation to break time and lunch.

_____2. Works cooperatively with co-workers.

Task Performance

_____1. Attends only to assigned tasks.

_____2. Initiates tasks promptly.

_____3. Completes tasks on time.

_____4. Completes all tasks satisfactorily.

_____5. Goes from one task to another without stopping.

_____6. Notifies supervisor on completion of assigned tasks, or if in need of more materials, or assistance.

Task Acquisition

_____1. Work rate improves with practice.

_____2. Accepts reasonable changes in work assignment.

_____3. Works even when problems exist.(disruptive co-workers, equipment failure, etc.)

_____4. Performs new duties upon request.

Key: I=independently, V=verbal prompts, G=gestural prompts, M=manual guidance
O= can not display behavior.

WORK SURVIVAL SKILLS EVALUATION (Contd.)

(On the Job)

Target behaviors most needed below:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Additional Comments

Index of Work Survival Skills Evaluations

		Page	Learning Area
1.	On the Job	-6-	Skills
2.	Interpersonal Skills	-10-	Skills
3.	Work Knowledge	-25-	Knowledge
4.	The Interview	-43-	Knowledge
5.	Manners	-66-	Attitudes
6.	Grooming	-71-	Attitudes
7.	Why People Lose Their Jobs	-77-	Attitudes

Unit I - Section B
Interpersonal Skills

This subsection of Skills begins with self concepts, and interpersonal skills in general, then moves into three areas that are directly related to vocational preparedness; interpersonal skills in use with supervisors, co-workers, and the public.

The basic level of training consists of simple discussion groups reinforced with audio-visual presentations to encourage discussion and provide models for behavior. A second level of training, using role playing, has been included for those students who can conceptualize the role playing format. It gives a greater degree of exposure to simulated situations in which the student can practice alternative responses to different interpersonal situations. This helps the student to increase their repertoire of available appropriate responses to different situations, with which they may be confronted.

Any type of successful group work depends upon the formation of a safe environment. One in which the student can speak freely without fear of ridicule and where the student can feel free to be themselves. To assist a trainer in structuring this type of class environment we have included materials adapted from Inter-Act, Using Interpersonal Skills (See Appendicies, Section F). The "Basic Communication Skills" included from this book are felt to be necessary to interacting in a non-threatening manner by careful phrasing of questions, as well as careful listening.

In closing, the act of changing one's interpersonal behavior, or the act of "growing" may sometime be a threatening, painful experience. As a trainer of interpersonal skills one must always remember that to effect positive changes in students requires an atmosphere of trust and support. A place where the student feels safe, where they feel they belong, and that they will be accepted as they are, without judgement or censure.

WORK SURVIVAL SKILLS EVALUATION

(Interpersonal Skills)

Self Concept

_____1. Self concept is how you think, and feel about yourself.

_____2. Your success on a job depends largely on your self concept.

_____3. You do good work when you are happy, and feel good.

_____4. You do poor work when you are sad or mad.

_____5. How you act, says how you feel about yourself.

Interpersonal Skills used with "The Boss"

_____1. Is it alright to refuse to do as your boss has told you?

_____2. Can you get mad if your boss tells you that you did something wrong?

_____3. What would happen if you told your boss off?

_____4. Should you ever lie to your boss about work you have not done?

Interpersonal Skills used with Co-workers

_____1. Who are your co-workers?

_____2. Is it alright to let others do your work for you?

_____3. If you see a co-worker stealing, should you tell your boss?

_____4. Should you ever do anything that might cause a co-worker to get hurt?

_____5. When is it okay to talk with your co-workers about non-job related things?

Interpersonal SKills used with the Public

_____1. Is the customer always right?

_____2. Should you ever argue with a customer?

_____3. Should you go and get your boss if a customer gets mad?

_____4. If you see a customer stealing should you tell your boss?

_____5. Good grooming and correct manners are not important.

_____6. If a customer comes in with something they bought that was broken should you tell your boss?

Mark appropriate answers with + and inappropriate answers with -

---

Target areas most needed below:

1.

2.

3.

4.

5.

Additional comments are on the back of this page.

Guidelines for Group Training

1. Have your materials prepared in advance.
   a. Audio-visual equipment set up.
   b. Films, slides, filmstrips previously selected.
   c. Lesson plans prepared in advance.

2. A. Create a safe, comfortable enviornment.
   a. Room needs to be well lighted, well ventilated, and large enough for class.
   b. Chairs and tables need to be arranged for group work.

2. B. A "safe" group really should have some rules, such as those listed below.
   a. No laughing at people's comments.
   b. There is no such thing as a dumb question.
   c. If you do not wish to talk, you don't have to.
   d. No fighting, verbally or physically.

3. Suggested verbal methods
   (See Appendicies, Section C, Basic Communication Skills)

4. Relax, enjoy, be flexible, interested, honest and sincere.
   At all times refrain from making value judgements.
   Be patient with your clients, help shape skills. Skills can't be forced.

Warm Up Exercises for Group Situations

Exercise #1: Name Learning

Objectives:

1. To introduce the teacher to the students and the students to the teacher.
2. To help the students and teacher learn each other's names.
3. To get the students started interacting with each other.
4. To give students practice at responding to work related questions.

Activity:

1. The teacher will start by saying their name and will give some identifying characteristic such as favorite television show, food, color, hobby, or animal.
2. The teacher will ask someone else to do the same.
3. If the students are reluctant to talk then the teacher should encourage them by asking questions.
4. The teacher might find themselves asking questions for a while but eventually the students should take over.

Discussion:

1. Teacher should talk about the importance of getting to know each other, since the students will be working together in smaller and larger groups.
2. This will also prepare the student for being able to get along with their co-workers.
3. This exercise should help the students practice for job interviews.

Warm Up Exercises for Group Situations (Contd.)

Exercise #2 : Ball of String

Objectives:

1. To motivate the students interacting with each other.
2. To see how often each student is willing to talk.
3. To see which students interact with each other in the class.
4. To find out who the leader of the class is.
5. To find out which students are going to be needing encouragement to get them to talk.

Activity:

1. The group is to sit in a circle.
2. The teacher will start off giving the students an example of what to do.
3. As each person shares something about themselves, then they will get the ball of string.
4. If the students need help getting started, the teacher should start by asking questions until they are ready to take responsibility.

Exercise # 3: Developing Interaction

Objectives:

1. This exercise increases the students chances of getting a job, by being able to practice similar situations that might occur on the job.
2. This exercise should strengthen the students interaction skills.

Activity:

1. The students should divide into pairs.
2. Instruct the students to find out some things about their partner.
3. After a specified amount of time the teacher will ask everyone to gather into a group.
4. When everyone is in the group, then each person should tell the rest of the group what they learned about their partner.
5. The teacher may have to start things by giving examples.

Interpersonal Skills I - Self Concept

Goal:

To understand the relationship between self concept and successful employment.

Objectives:

1. To expose students to the meaning of self concept.
2. To facilitate the building of positive self concepts.

Methods:

1. Audio-visual materials
2. Lecture, discussion, group work

Learning Activities:

1. View film - Self Concept and Employment
2. Using the film as a basis, begin a discussion cueing in on these key points:
   a. Self concept is how you think and feel about yourself.
   b. How you act says much about how you feel about yourself.
   c. Your thoughts, feelings, and actions are determined by your self concept.
   d. The success you experience on a job largely depends on your self concept.
   e. You do good work when you are happy and feel good.
   f. You do bad work when you are sad and mad.
3. Listed below are suggested discussion topics drawn from the film, relating the key points above to discussion over these topics.
   a. Pete is in a training program.
   b. Pete is feeling mixed up, confused, and does not know what he wants to do with his life.
   c. Who am I?
   d. How am I different from other people?
   e. How do I feel about myself?
   f. How do other people feel about me?
   g. Am I a good person?
   h. Are there things that I do good?
   i. We all wonder about ourselves.
   j. The way you think about yourself has alot to do with the way you feel, and the way you act with other people.
   k. Feelings are important because they have a lot to do with how well you succeed in a job.

Notes:

The following pages contain more topics drawn from the movie, use them to vary the class content over a period of several days. Don't limit yourself to these topics, use responses from students to explore other ways self concept can effect employment.

Materials Required:

1. Film: Self Concept and Employment
   Region XIII Educational Service Center, Special Education

Evaluation:

View film a second time stopping at appropriate points. Do the students display an awareness of the ways self concept can effect their success in a job?

Interpersonal Skills I - Self Concept (Contd.)

Listed below are suggested discussion topics drawn from the film, use or delete as seems appropriate for each class and for each student.

1. Opinions are based on how well you were able to satisfy those needs, compared with those around you.

2. There are differences in how well individuals succeed in satisfying those needs.

3. Everybody begins to form a different idea about how good or valuable he or she is.

4. How other people feel about you is also important.

5. If you think other people approve of you, you tend to think well of yourself.

6. This is called a feeling of self-worth.

7. If you feel other people are rejecting you, you do not feel good about yourself.

8. Your self concept is poor.

9. You tend to look at yourself much in the same way as other people look at you.

10. Other people's opinions of you are not always what you think they are.

11. Attitude works hard to protect your feelings of self-worth.

12. Example: Team loses games and starts to go into a slump.

13. If you have success at something, it reinforces you and you will succeed again.

14. This builds your self-confidence.

15. Sometimes a person will lack self-confidence but act as though he is sure of himself.

16. A person that brags may be feeling insecure.

17. A secure person has no need to brag.

18. He knows that he is going to make mistakes, but that this does not mean he is a bad worker.

19. What you think you should be, effects your feelings of self-worth.

20. This is called your ideal self concept.

21. Ideal is different from what you think you are, you will fail to measure up to your own expectations.

22. Feelings of self-worth will be lowered.

23. Always try to improve yourself.

24. But never set your goals too high.

25. Do what you know you can do.

26. Ideal self concept is what you expect of yourself.

27. This is greatly influenced by what other people expect of you.

28. Especially people who are important to you.

29. Think about the standards you set for yourself.

30. Self-image is determined by what you think others think of you.

31. Most people will not judge you by your wealth, type of work you do, or the color of your skin.

32. However, they will judge you by your walk.

33. People will judge you by your facial expressions.

34. People will judge you by the way you act with other people.

35. People will judge you by the way you approach a task.

36. Confidence helps you learn a new job more quickly.

37. Confidence helps you accomplish more.

38. Confidence helps you make fewer mistakes.

39. Confidence helps you to get along better with other workers.

40. If you have confidence you may be less likely to argue with people.

41. Confidence in yourself is a positive self concept.

42. Confidence is also important to employers.

43. It is not something you either have or not have.

44. Every person has confidence to some degree.

45. Confidence changes, depending on the situation.

46. It is easy to be comfortable with a group of friends.

47. Most people get nervous when they are applying for a job.

48. You can always improve your self concept.

Discussion Topics Contd.

49. To do this you need to understand you abilities.

50. Set goals that are challenging, yet realistic for yourself.

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Interpersonal Skills II - The Boss

Goal:

To provide skills to be used with the "Boss"

Objectives:

1. To introduce appropriate ways of interacting with the "Boss"

Methods:

1. Group Discussion
2. Role Play (See Appendicies, Section B - Using Role Play)
3. Audio-visual materials

Learning Activities:

1. View Film - "You and Your Supervisor"
2. Begin a group discussion cueing in on these key questions:
   a. What do you do when the boss gives you an order and/or directions?
   b. What might happen if you talk back to your boss?
   c. What do you do if the boss criticizes your work?
   d. What do you do if the boss criticizes you over something that is not your fault?
   e. What can you do if your boss doesn't like you and gives you all the tasks that you don't like?
   f. When should you talk to your boss about non-job related things?
   g. If your boss gives you a list of things to do, when should you go to your boss next?

Note: As is obvious there may be many appropriate answers to these questions, be flexible and seriously consider each response given by the class.

3. Using questions and responses from activity #1, set up role play situations in which the class can practice appropriate ways of interacting with the boss in different situations, and also give them the chance to see what might happen if they respond inappropriately.

Example: Take the role of the employee and have the student approach you as the boss and tell you to do something. Spend some time going through several of the possible responses (compliance, refusal, complaining). Act out some of the consequences to the different responses (getting fired, etc.)

4. Continue on in this way until you have covered as many of the possible situations that time permits.
5. When finished sit down and discuss what has been learned. Try to relate experiences from your own past.

Notes:

As you might expect this type of activity can be very threatening to some people. Go slowly, try to draw people out, but never force them. You may want to co-teach at first. What ever you do try to relax and enjoy it. Use reinforcement to calm the nervous students.

Interpersonal Skills II - The Boss (Contd.)

Materials Required:

Film - "You and Your Supervisor", The Work Survival Kit, Region XIII, Education Service Center, Special Education - Vocational.
Any props to make the room seem more work like would be appropriate. (i.e. supervisor's desk, name tags with supervisor on one, etc.)

Evaluation:

Is everyone given a chance to participate ? How much assistance was needed to help the student portray the appropriate responses?

Interpersonal Skills II - Co-Workers

Goal:

To provide skills to be used with co-workers.

Objectives:

1. To introduce a variety of appropriate ways of interacting with co-workers.

Methods:

1. Group discussion
2. Role Play

Learning Activities:

1. Begin group discussion cueing in on these key questions.
   a. Who are your co-workers?
   b. Should you be lazy, and let others do your work for you?
   c. How would you feel if someone did that to you?
   d. Should you let others bully you into doing their work, or should you bully someone else into doing your work?
   e. What can you do if someone (a co-worker) trys to make you do their work?
   f. What can you do if a co-worker teases or plays tricks on you?
   g. If you see a co-worker stealing, what should you do?
   h. Should you ever do anything that might cause a co-worker to get hurt?
   i. Should you stand around, and just talk with the people you work with when you should be working?
   j. When is it okay to talk with you co-workers?

2. Using questions and responses from activity #1, set up role play situations in which the class can practice appropriate ways of interacting with their co-workers.

Example: Take the role of the employee and have the student attempt to "bully" you into doing their work and demonstrate some of the possible outcomes of different responses, (i.e. telling the boss, getting mad, getting in a fight that leads to being fired, etc.)

Notes: These are not the only situations workers encounter, use class responses and your own experience to fully explore this area. Again remember that many people will be hesitant to enter into role play, so use some warm up exercises to motivate the class.

Evaluation:

Was everyone given the chance to participate? How much assistance was needed to help the students portray the appropriate responses?

Interpersonal Skills II - The Public

Goal:

To provide skills to be used in dealing with the public on the job.

Objectives:

1. To introduce the student to a variety of appropriate ways of interacting with the public.

Methods:

1. Group discussion
2. Role play

Learning Activities:

1. Begin group discussion cueing in on these key questions:
   a. Who is the "Public"?
   b. Is the customer always right?
   c. If a customer gets mad, what should you do?
   d. Are proper manners important?
   e. Is proper grooming important?
   f. If you see a customer stealing what should you do?
   g. If a customer comes in with something they bought, and they say it was broken, what should you do?

2. Using questions and responses from activity #1, set up role play situations in which the class can practice appropriate ways of interacting with the public.

Example: Take the role of the employee and have the student be an irate customer, go through several responses to this situation and the possible consequences to those responses.

Notes: Emphasis should be placed on the fact that the public is not always nice and friendly, and if they should ever have any trouble with a customer they should excuse themselves and get their supervisor.

Evaluation:

Was everyone given the chance to participate? How much assistance was needed to help the student portray the appropriate responses?

Unit II - Knowledge

In this area of learning materials and programs will be concerned with information related directly to vocational preparedness. The subsections contained in this area are, Orientation to Work, Self-Knowledge, Job Seeking, The Interview, and Necessary Related Knowledge.

Orientation to Work, (See Appendicies, Section D, #5, Darrell Royal Workshop Curricula), address subject such as "Why is work important?" "What is a good worker?" Self-Knowledge, Job Seeking begins by addressing the abilities and work interests of the individual student by using "The Personal Inventory". This self inventory helps clarify and designate the working conditions the student would prefer. It also assists the student in identifing job skills that they possess, and to gain a perspective of their past work history. Using this information as a reference, Job Seeking familiarizes the student with available jobs, ways of locating appropriate jobs, the information required on a job application, and how to make an appointment to be interviewed.

The Interview begins with the steps needed to prepare for the job interview some do's and don'ts of interviewing. Specific questions that may be asked by the interviewer, and suggested methods to set up role playing situations where the student can practice their interviewing skills in a low-risk environment.

The last section Necessary Related Knowledge, is primarily intended for students whose main vocational goal is competitive employment in a community setting. Specific sujbects covered are: Community Orientation, Safety in the Community, Pedestrian Mobility, Vocational Money Usage, and Telephone Usage, Emergencies, Bus Riding, and Making Appointments. (See Appendicies, Section D, #4, Community Skills Training Center Curriculum)

Materials in this area may not be appropriate for all students. To determine at what level to begin training for each student consideration should be given as to what the student's immediate vocational goals are. For the Student preparing for employment in a sheltered workshop the section Orientation to Work, may be sufficient. The student who is moving towards competitive employment, however, may need to acquire all the information contained here. It will depend upon each individual student and their individual needs.

WORK SURVIVAL SKILLS EVALUATION

(Work Knowledge)

_____1. Why do we need to work?

_____2. What are some of the things we can buy with the money we earn?

Identify the following as either good or bad work habits.

_____1. On time for work.

_____2. Clean and dressed for work.

_____3. Talk too much while working.

_____4. Come back from breaks and lunch on time.

_____5. Refusal to do some assigned jobs.

_____6. Checks work for mistakes.

_____7. Gets angry with co-workers.

_____8. Call into work when you are sick.

_____9. Borrow money at work.

_____10. Complains too much at work.

_____11. Sleeps at work.

_____12. Leaves work before time.

_____13. Gets angry with supervisor.

_____1. Name two ways to find out about jobs?

_____2. What can the newspaper tell you about a job?

_____3. Explain the procedure at the Texas Employment Commission?

_____1. Why do employers want an application form?

_____2. Name some of the information needed on an application form.

_____3. What can happen if you are caught lying on an application?

Mark appropriate answers with +, and inappropriate answers with -

---

Target areas most needing work below:

1.

2.

3.

4.

5.

Additional comments on back.

Unit II - Knowledge

Section A

Orientation to Work

This section deals with informing the vocational student of the reasons why work is important, which should help to provide motivation in their work. It presents models of the "good worker" and those traits that make someone a good worker. A self inventory type checklist is included for this purpose. The checklist should be done with trainer assistance. Stories have been included which illustrate what can happen to the worker who displays poor working habits. All of these activities are intended to point out the importance of maintaining appropriate work habits and the reasons why.

Orientation to Work

Goal:

To provide motivation to acquire good working habits.

Objectives:

1. To present the reasons why work is important.

Methods:

1. Group discussion, lecture

Learning Activities:

1. Begin discussion cueing in on these key points:
   a. We work to make money.
   b. We work for job satisfaction.
   c. We work to provide activity in our lives that is worthwhile.

2. Discuss what money can be used for.
   a. food
   b. rent
   c. clothing
   d. medical care
   e. transportation
   f. recreation

Notes: Depending on the level of the student and their living placement, these uses for money may vary. Use reasons that have meaning for each individual student.

Materials Required:

1. Blackboard to list items discussed

Evaluation:

1. Work Survival Skills Evaluation
2. Observe students to see if any noticable change occurs in their work habits.

Orientation To Work (Contd.)

Goal:

To provide motivation to acquire good work habits.

Objectives:

1. To present to the student what a good worker is.

Methods:

1. Group discussion, lecture

Learning Activities:

1. Begin discussion cueing in on these key points:
   a. A good worker is one that is on time to work
   b. A good worker is neatly dressed.
   c. A good worker follows the rules.
   d. A good worker pays attention to the boss.
   e. A good worker works hard.
   f. A good worker does the best job that he/she can.

Note: Refer to the Work Survival Skills Evaluation (On the Job), for more good work traits.

Materials Required:

1. Blackboard to list discussion items.

Evaluation:

1. Work Survival Skills Evaluation (Work Knowledge)

Orientation to Work (Contd.)

Goal:

To make the student aware of what good work habits are necessary to maintain a job.

Objectives:

1. To make the student aware of what good work habits they possess presently.
2. To make the student aware of what good work habits they need to develop.

Methods:

1. Group discussion, lecture
2. Individual review with each student using the Work Habit Checklist.

Learning Activities:

1. Begin discussion cueing in on these key points covered in Work Habit Checklis
   a. On time for work
   b. Clean and dressed for work
   c. Talking excessively instead of working
   d. Come back from work breaks and lunch promptly
   e. Refusal to do assigned tasks
   f. Checking work for mistakes
   g. Getting mad at your co-workers
   h. Calling in when you will be late or sick
   i. Borrowing money at work
   j. Complaining about assigned work tasks
   k. Sleeping at work
   l. Leaving work before time
   m. Getting mad at the supervisor

2. After group discussion meet with each student and work through the checklist and determine which habits the student has, and which ones they need to develop. Aid the student with ways in which they can develop them.

Notes: If the trainer has no actual part in the students job skills training, they may need to consult with that students trainer in this area for feedback.

Materials Required:

1. Blackboard
2. Work Habit Checklists (one for each student)

Evaluation:

1. Work Survival Skills Evaluation (Work Knowledge)

Work Habit Checklist:

Name: _____

	YES	NO
1. I am on time for work.		
2. I am cleaned and dressed for work.		
3. I talk to much while I am working.		
4. I come back to work from breaks on time.		
5. I refuse to work on some jobs.		
6. I check my work for mistakes.		
7. I get mad at the people I work with.		
8. I call in to work when I am sick.		
9. I borrow money at work.		
10. I complain too much at work.		
11. I sleep when I am at work.		
12. I leave work before it is time to.		
13. I get mad at my supervisor.		

Orientation to Work (Contd.)

Goal:

To make the student aware of what good work habits are necessary to maintain a job.

Objectives:

1. To present to the student good and bad work habits, by practical examples.

Methods:

1. Read Workers' Descriptions
2. Group discussion, lecture

Learning Activities:

1. Read the workers'descriptions to the class, (descriptions are on page 32)
2. Begin group discussion on workers descriptions.
   a. Tommy
   b. Susie
   c. Fred
   d. Kelly

Lead discussion to consider these worker's good work habits as well as their bad habits. Emphasize that most people get fired not because they can't do the job, but because they don't follow the rules or for the other reasons listed in the descriptions.

Notes: Impress upon the students that the actual task is only one part of the total job, and that a worker can get fired faster for not following the rules and inappropriate behavior, than if they have trouble doing their job tasks.

Materials Required:

1. Blackboard
2. Worker's Descriptions

Evaluation:

1. Work Survival Skills Evaluation

Workers' Descriptions

Tommy Worker

Tommy works at a laundry as a sorter of clothes. He punches in on time each day and keeps his lunch in the locker. Tommy has many friends at the laundry and enjoys talking to them. Sometimes he gets involved in a long story with his friends and his supervisor has to remind them it is time to go back to work. One day last week Tommy lost his job. What would you guess was the reason and how can Tommy avoid the same mistake on his next job?

Susie Worker

Susie is an employee at a workshop and she is a hard worker. Sometimes Susie stays up too late watching television and she is late the next day. On the job Susie tries her best and gets along with supervisors and co-workers. Susie doesn't like to put her purse in the locker and likes to keep it with her so she will always have her powder with her. What are some of Susie's good points and some of her problem areas that need work?

Fred Worker

Fred works as a helper at a gas station. He likes to wait on the cars that come into the station but he doesn't like cleaning up the office and bathrooms, one of his duties. His supervisor had to remind him several times to do this part of his job. Fred is always neat and clean, but he can't seem to remember to take only one hour for lunch. Mr. Burns, his supervisor, had to make it a rule Fred must eat at the station each day, but he still manages to sneak off every once in a while. Fred likes his job and wants to keep it for a long time. What kinds of things does Fred need to work on if he is to keep his job?

Kelly Worker

Kelly is the fountain girl at a drug store and fixes soft drinks, malts, and sundaes. She likes to spend money and uses up her paycheck quickly. When this happens Kelly borrows money from the cash register until next payday when she promises herself she will pay it back. Sometimes Kelly forgets how much she borrowed, or just forgets to pay it back. What do you think of Kelly's banking policy?

Orientation to Work (Contd.)

Goal:

To make students aware of appropriate, and inappropriate work situations.

Objectives:

1. To have students become aware of problems caused by poor work habits.

Methods:

1. Group discussion, lecture
2. Sample problems

Learning Activities:

1. Describe stories of workers (see page 34)
2. Begin discussion about the work habits of the people in the stories.
   a. Problem #1
   b. Problem #2
   c. Problem #3
   d. Problem #4

Lead discussion so as to consider the problems, the possible outcomes of continued problems, and what could be done to solve those problems.

Materials Required:

1. Blackboard
2. "Unfinished Stories"

Evaluation:

1. Work Survival Skills Evaluation

Unfinished Stories

Problem #1

Steven is a good worker at the workshop but he likes to talk to his friend Barry. Barry cannot concentrate on his work when someone is talking to him. How could he handle the situation when Steven interrupts his work with talking?

Problem #2

Alice sees Jim take some money from another girl's purse when she isn't watching. What should Alice do?

Problem #3

Pedro likes to see what's happening downtown and often takes his lunch hour to walk down the street although it is against the rules. One afternoon a rough crowd is standing on the street corner as Pedro walks by. What could happen? How could this have been prevented?

Problem #4

Linda is in a bad mood one morning and snaps at all her co-workers on the job. What are your suggestions to avoid a problem developing from this situation?

Unit II - Knowledge

Section A

Self-Knowledge, Job Seeking

This section begins with the Personal Inventory, which is a checklist questionnaire designed to help the student clarify the conditions they would prefer to work under, the job skills they possess, and a history of past work experience. This is to help the student realize that they do, in fact, have skills, abilities, and experience that employers will pay for.

With this information the student can begin the study of job seeking. While studying the many different kinds of jobs the student will be able to compare their own skills and preferences with the available job market. This will aid the student in making decisions as to which type of employment they may wish to persue.

When the student knows what type of job they would prefer, and those that they have the proper skills for, they can then begin to study the ways and means of seeking suitable employment. This section concludes with types of applications and how to set up a job interview.

Self-Knowledge, Job Seeking
Personal Inventory

NAME: _____

Working conditions preference questionare:

I would like a job:

1. Indoors_____Outdoors_____Don't care_____
2. Working alone_____Working in a group_____Don't care_____
3. Under close supervision_____Independently_____Don't care_____
4. Standing_____Sitting_____Don't care_____
5. Hot or cold temp._____Normal temp._____Don't care_____
6. Using big muscles_____Fine finger jobs_____Don't care_____
7. Job with many different jobs_____Same task all day_____Don't care_____
8. Job involving things_____Job working with people__Don't care_____

Job Skills questionare:

I can operate the following equipment:

_____1. Floor buffer.
_____2. Vacuum cleaner.
_____3. Lawnmower
_____4. Edger.
_____5. Weedeater.
_____6. Radial Arm saw.
_____7. Table saw.
_____8. Staplegun.
_____9. Commercial dishwasher.
_____10. Other equipment (on back)

I would prefer a job as:

1._____
2._____,or
3._____,or

I have worked in the following places:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Listed on back are specific job duties and types of tasks preformed in these areas:

Job Seeking

Goal:

To provide students with the information necessary for successful job seeking

Objectives:

1. To familiarize the student with the jobs that are available.

Methods:

1. Film
2. Group discussion, lecture

Learning Activities:

1. Ask the students to name as many different jobs as they can.
   a. List different jobs on blackboard.

2. View film, Guide to Me and Jobs

3. Using the film as a basis, begin a discussion centered around these key points made in the film:
   a. The job environment and me
   b. The kind of work done
   c. Work surroundings
   d. A work routine
   e. How people prefer different job environments
   f. Sampling of different jobs
   g. The job environment includes everything about the job

4. After the discussion, again ask the class to name as many different jobs as they can.
   a. List on the blackboard the different jobs.
   b. Compare list with film, and their actual working environments.

Materials Required:

1. Film: Guide to Me and Jobs
   available at Region XIII, Educational Service Center, (Special Education)

Evaluation:

1. Work Survival Skills Evaluation

Job Seeking

Goal:

To provide the student with the information necessary for successful job seeking.

Objectives:

1. To present several resources for finding available jobs.

Methods:

1. Group discussion, lecture
2. Examples of materials
3. Field trips, guest speakers - optional

Learning Activities:

1. Begin discussion cueing in on these key points, and questions:
   a. Where do you look or go to find out about jobs?
      1. Texas Employment Commission
      2. Newspaper
      3. Window Signs
      4. Friends
   b. What does a newspaper ad tell you about a job?
      1. Kind of job
      2. What the working conditions are
      3. Pay
      4. Skills or experience that is needed to do the job
      5. Phone number of where to call for an interview
         (Show several examples of newspaper ads)
   c. Explain the procedure at the Texas Employment Commission.
      1. You fill out a job preference card from the job files.
      2. You will interview with a T.E.C. worker .
      3. An appointment card will be given to you .
      4. T.E.C. Will call to get you a job interview.
   d. Discuss help wanted signs
      1. You see a sign you inquire inside about the job.
      2. You can also call if a phone number is given.

Materials Required:

1. Newspapers

Evaluations:

1. Work Survival Skills Evaluation

Job Seeking (Contd.)

Goal:

To provide students with the information necessary for successful job seeking skills.

Objectives:

1. To present information required on a job application.

Methods:

1. Group discussion, lecture
2. Example job application

Learning Activities:

1. Begin lecture and discussion based on the following reasons an employer requires an application:
   a. Presents information about an applicant in an organized manner.
   b. Allows employer to see applicant's assets and experience.
   c. Gives the employer a way to compare several different applicants on paper.

2. Discuss each question on the application.

3. Help each student to fill out their sample application.

Materials Required:

1. Sample job application
2. Blackboard to review major points of an application

Evaluation:

1. Work Survival Skills Evaluation

APPLICATION FORM

NAME _____
(LAST) (FIRST) (MIDDLE)

ADDRESS _____
(Street Number) (City) (State) (Zip)

PHONE NUMBER _____ SOCIAL SECURITY NUMBER _____

SEX _____ AGE _____ HEIGHT _____ WEIGHT _____

DATE OF BIRTH _____ PLACE OF BIRTH _____
(Month) (Day) (Year) (City) (State)

MARITAL STATUS _____ SPOUSE NAME _____

DEPENDENTS _____ DO YOU OWN YOUR HOME? _____

RENT _____ BOARD _____

EDUCATION

NAME OF SCHOOL _____ DATES ATTENDED _____ Graduation Dates

_____ _____

_____ _____

_____ _____

WORK EXPERIENCE

NAME OF BUSINESS ADDRESS DATES WORKED JOB HELD WHY LEFT?

_____

_____

_____

PHYSICAL RECORD

ANY PHYSICAL DEFECTS? _____

MEDICATION? _____

REFERENCES (NOT RELATIVES)

Name Address Title

1. _____

2. _____

3. _____

SIGNATURE _____

Job Seeking (Contd.)

Goal:

To provide students with the information necessary for successful job seeking skills.

Objectives:

1. To expose the student to what is meant by getting a job.

Method:

1. Group discussion, lecture

Learning Activities:

1. Begin lecture and discussion by emphasizing these key points:
   a. You locate where jobs are available.
   b. You call to make an appointment.
   c. You fill out a job application form.
   d. You talk to the job counselor about getting a job.
   e. You go for the job interview.

Notes: Many students will need help to complete this process. The vocational trainer should encourage the student to do as much of the process by themselves as possible.

Evaluation:

1. Work Survival Skills Evaluation

Unit II - Knowledge

Section B

The Interview

Completing an application form is only the first step the vocational student must take in getting a job. The interview is the student's chance to tell the prospective employer about their qualifications for the job available, and to "sell themselves" as a good employee. They must be ready to give the details about their training, their skills, and their job experience. The interview will also be the time for the student to ask questions concerning all the aspects of the job, and what will be expected of them if they were to be hired into that job position. In essence, it is a face to face meeting where the employer decides whether they want the student as an employee, and whether or not the student wants to work in that particular job.

The following programs are in the same format as the other group learning activities that are within this manual. Heavy emphasis needs to be placed on participation, as the interview is the single most important attempt at securing work. A poor interview can have a disastrous effect on a student's self-confidence.

This section begins with the preparation needed by a student before the interview. Much work has already been done in relation to previous training of interpersonal skills and self-knowledge needed in an interview setting. It is suggested at this point that you turn to the next Unit, Attitudes, and help each student assess their appearance and determine if any special work needs to be done with any of their grooming skills.

WORK SURVIVAL SKILLS EVALUATION

(The Interview)

True / False

_____1. Getting ready for a job interview begins the night before.

_____2. It is fine to get up late and rush to the interview.

_____3. It doesn't matter what you look like, or how you dress.

_____4. You would want to leave so that you could be about 15 minutes early.

_____5. It is alright to be late for your interview.

_____6. You should look at the person interviewing you.

_____7. You should not interrupt or argue with the interviewer.

_____1. What might happen if you are caught lying in the interview?

_____2. What were some of the good points of the interviews that you saw in the films? (name at least two good points)

_____3. Why should you be certain the employer knows about your good points?

Identify the following statements as do's or don'ts

_____1. Be on time

_____2. Chew gum

_____3. Slump in your chair

_____4. Look at the person interviewing you

_____5. Interrupt and/or argue with the interviewer

_____6. Wear clean clothes

_____7. Look at the ceiling

_____8. Answer all questions as best you can

_____9. Be late

_____10. Be courteous

Mark appropriate answers with +, and inappropriate answers with -

---

Target areas most needing work below:

1.

2.

3.

4.

5.

Additional comments on back:

The Interview

Goal:

To provide the student with information and skills necessary for a successful interview.

Objectives:

1. To acquaint the student with the steps needed to prepare for a job interview.

Methods:

1. Group discussion , lecture

Learning Activities:

1. Begin discussion on Interviewing cueing in on these key points:
   a. Getting ready for the interview begins the night before the meeting.
      Get a good night's sleep so you can be rested and alert.
      Know what clothes you are going to wear, and have them ready.
      Have all personal information and papers ready.
   b. If your interview is in the morning:
      Get up early enough so that you don't have to rush.
      Be sure you are clean and well groomed.
      Eat a good breakfast, and leave so as to be about 15 minutes early.
   c. Know something about the place where you are applying for work.
      Know how to pronounce the name.
      Try to find out what other jobs are performed there.
      Know the wage that you should be paid for the job.

Notes: Stress the importance of proper grooming, (refer to Attitudes), in the interview and the need to begin preparation for the interview the night before.

Materials Required:

1. Blackboard to list key points to the class.

Evaluation:

1. Review the material, quizing the class on the key points presented.
2. Determine if the student is able to answer the type of questions that will be presented in an interview.

The Interview (Contd.)

Goal:

To provide the student with information and skills necessary for a successful interview.

Objectives:

1. To present the student with some do's and don'ts of interviewing.

Methods:

1. Group discussion, lecture

Learning Activities:

1. Begin discussion cueing in on these key do's
   a. Be on time
   b. Have your personal data sheet, or resume with you
   c. Answer all questions as best you can
   d. Wear clean clothes
   e. Have your shoes shined
   f. Be courteous
   g. Look at the person interviewing you
   h. Sit straight
   i. Speak distinctly
   j. Sit quietly
2. Now continue the discussion with these key don'ts
   a. Be late
   b. Chew gum
   c. Ask for a cigarette
   d. Look at the ceiling
   e. Slump in you chair
   f. Have a friend with you during the interview
   g. Wear flashy, inappropriate clothes
   h. Bite your nails
   i. Mumble, or talk too much
   j. Tap fingers on desk, tap your feet, hum to yourself
   k. Interrupt and/or argue with the interviewer

Notes: Stress the importance of making a good impression in the interview. Have the students practice the appropriate behavior during simulated job interviews.

Materials Required:

1. List of do's and don'ts
2. Blackboard to list key points for the class

Evaluation:

1. Work Survival Skills Evaluation

The Interview (Contd.)

Goal:

To provide the student with information and skills necessary for a successful interview.

Objectives:

1. To expose the student to a simulated interview setting.

Methods:

1. Audio-visual presentation
2. Group discussion, lecture

Learning Activities:

1. Begin discussion cueing in on these key points:
   a. Be on time
   b. Go alone to the interview
   c. It is normal to be nervous, but try not to show it
   d. Greet the employer by name if you know it. Offer to shake hands, use a firm grip.
   e. Wait until the employer offers you a chair before you sit down.
   f. Don't chew gum or smoke.
   g. Know which job you are applying for.
   h. Be ready to show that you would be interested in learning a new job if the employer offers on-the-job training.
2. View the films and discuss the good and bad points of each interview as listed below:
   a. Look the employer in the eye during the interview.
   b. Smile, be friendly
   c. Sit straight in your chair, be alert and interested.
   d. Make certain that the employer understands your good points.

Notes: Emphasis should be placed on displaying a confident, open, friendly manner. Answer all questions to the best of your ability, and honestly.

Materials Required:

1. Film: Job Interviews, Three Young Men
   Job Interviews, Three Young Women (See Appendicies, Section E, #4, Region XIII Educational Service Center)

Evaluation:

1. Work Survival Skills Evaluation

The Interview (Contd.)

Goal:

To provide the student with the information and skills necessary for a successful interview.

Objectives:

1. To provide the student with the opportunity to practice interviewing, using role playing situations.

Methods:

1. Group discussion, lecture
2. Audio-visual presentation
3. Role play

Learning Activities:

1. Begin discussion based on the following questions that are sometimes asked in interviews:
   a. Have you done this kind of work before?
   b. How do you feel about your present job?
   c. What hours can you work?
   d. What tools or equipment can you use?
   e. What training have you had that might help you in this job?
   f. Will this job salary be sufficient?
   g. Can you accept criticism about your work?
   h. Have you ever been seriously hurt while on the job?
   i. How many days did you miss on your last job, due to illness or injury?
2. View the films and discuss the good and bad points of each person being interviewed. List things they should have done differently.
3. Using the films as a model, simulate an interview using role play.
   a. First simulate a poor interview, displaying inappropriate behaviors.
   b. Reverse the roles, simulate an interview that displays all the appropriate behaviors.

Notes: Repeat this exercise as many times as necessary to ensure your students understand the importance of good interviewing skills.

Materials Required:

1. Film: Job Interviews, Three Young Men
   Job Interviews, Three Young Women (See Appendicies, Section E #4, Region XIII Educational Service Center)

Evaluation:

1. Work Survival Skills Evaluation

The Interview (Contd.)

Goal:

To provide the student with the information and skills necessary for a successful interview.

Objectives:

1. To inform the student as to the reasons many people fail to get jobs.

Methods:

1. Group discussion, lecture

Learning Activities:

1. Begin discussion based on these following reasons people don't get jobs:
   a. Appearance is not suitable for the type of work applied for.
   b. Lack of training or experience for the type of work applied for.
   c. Inappropriate attitude and behavior displayed in the interview.
   d. Failing to show up for the scheduled interview, being late for the interview.
   e. Poor grooming skills.
   f. Someone more qualified is hired in their place.
2. Relate to the films on interviewing, have the class make a list of other reasons why people don't get jobs.

Notes: Stress that not every time a person interviews for a job they will be hired. Persistence is important for finding a job.

Materials Required:

1. Blackboard to list reasons that a person may not be hired.

Evaluation:

1. Work Survival Skills Evaluation

Unit II - Knowledge

Section C

Necessary Related Knowledge

In order for the vocational student to successfully maintain independent, community employment over an extended period of time, it becomes apparent that they must master skills and acquire information that at first does not appear to be vocationally related. Taken in the context of independence within community employment, subjects such as pedestrian mobility, community safety, community awareness begin to take on importance equal to appropriate work behaviors.

Materials relating to community safety will need to be adapted to the particular circumstances of the student's environment. The student living in a rural area will have different orientation and mobility problems, than the student living in an urban community. Attention must be paid to the development of suitable community skills with relation to the individual student's needs.

Successfully teaching community mobility skills relies on the amount of exposure the student has to the community around them. With the exception of money usage, community mobility skills can be taught completely outside the confines of the classroom, preferably in the environment in which the student will be employed.

Included in this unit are Safety in the Community and Pedestrian Mobility Checklists (See Appendicies, Section D, #4, Community Skills Training Center Curricula) to be used by the vocational trainer as tools to aid in the acquisition of mobility skills. It is important to remember that training a student in these areas will require patience and repetition in order that the student be able to function and travel safely within their home community.

Community Safety

Goal:

To provide community safety skills, necessary for independent community employment.

Objectives:

1. To present the student with established safety rules for walking in the community to and from their place of employment.

Methods:

1. Film
2. Group discussion, lecture
3. Safety in the Community and Pedestrian Mobility Checklists

Learning Activities:

1. After viewing film, begin discussion focusing on these key points:
   a. Look both ways before you cross a street.
   b. There are many distractions around you when you are walking, so you will need to watch where you are going.
   c. Examples of distractions: cars passing by, people working, fire engines, etc.
   d. You need to be aware of traffic signals and what they mean.
   e. If a car is stopped it is best to wait until you can see the driver and the driver can see you. Let the car pass, or if the driver signals you to go ahead then cross with care.
   f. Do not accept a ride from strangers.
   g. Always cross the street at the corner.
2. Using the Safety in the Community and the Pedestrian Mobility Checklists continue discussion and lecture using information on these, emphasizing their key points.
3. Go into the community with small groups of students and practice the skills while verbally reinforcing the information learned in the classroom.

Notes: Safe travel habits are best learned in the community setting. Use the student's community whenever possible as your classroom.

Materials Required:

1. Film: Safely Walk to School (See Appendicies, Section E, #5, Austin Health Department)

Evaluation:

1. Pedestrian Mobility Checklist
2. Safety in the Community Checklist

SAFETY IN THE COMMUNITY

DIRECTIONS: Read each question to the client. If the client responds with an acceptable answer make an X in the box under "Acceptable Answer". If the client answers with an inappropriate response or does not answer the question at all make an X in the box under "unacceptable Answers." Under each question will be examples of acceptable answers with which the client may respond. Remember these are only examples and not hard and fast requirements.

ACCEPTABLE ANSWER	UNACCEPTABLE ANSWER	QUESTION	ACCEPTABLE RESPONSES
		1. What is an emergency?	A situation in which you should get immediate help.
		2. Name two places in the community where you might meet undesirable friends?	Bus depot, pool halls, tavern, bars.
		3. What should you do if you are on the bus and a stranger offers to "have sex" for money?	Tell them no; Tell the bus driver that "that person is bothering me".
		4. What would you do if another person (even a "friend") asks you to steal money for him?	Tell him or her no; tell him or her tha stealing is against the law.
		5. What should you do if you are lost in the community?	Call the Austin State School switchboard tell the operator who I am; locate a po officer and ask them to return me to Aus State School campus.
		6. What should you do if you are in the community and forget the number of a bus you need?	Ask the bus driver; tell the bus driver I am trying to go and let him tell me wh bus to transfer to.
		7. If you were walking down a street and a stranger began following you, what would you do?	Stay on a well lighted street if at nigh stay in sight of other people; try to locate a police officer to notify.

Acceptable	Unacceptable Answer	QUESTION	ACCEPTABLE RESPONSES
		8. Name one safety rule for walking in the community at night?	Stay close to street lights: s on busy streets: don't go dow alleys or sidestreets: wear li colored clothing.
		9. Is window peeping against the law?	Yes
		10. What should you do if a stranger offers you a ride?	Refuse: tell them I would rat walk: say "no thank you".
		11. What is the Austin State School telephone number?	454-4731

PEDESTRIAN MOBILITY CHECKLIST	NO	YES
I. Walking along a street, the client; A. Walks on the sidewalk available.		
B. Walks along the left side facing traffic when no sidewalk is available and steps off the street when vehicle approaches.		
C. Stops at a driveway and looks for vehicles driving in or out of driveway before he/she crosses.		
D. Visually scans a parking lot for moving and/or possible moving vehicles (i.e., drivers sitting in cars) before crossing lot.		
E. Verbalizes that only well-lit streets should be traveled at night.		
F. Verbalizes that only light-colored clothing should be worn while walking at night.		
II. Crossing a street, the client: A. Crosses at an intersection.		
B. Verbalizes that jaywalking is illegal.		
C. Uses all available safety aids at a particular intersection.		
1. Crosswalk		
2. Traffic light a. Red light		
B. Green light		

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PEDESTRIAN MOBILITY CHECKLIST	NO	YES
c. Yellow light		
3. Wait-Walk sign		
4. Policeman		
5. Stop sign		
6. 4-way stop sign		
7. Yield sign		
D. Looks all directions for moving or possible moving vehicles before stepping into the intersection.		
E. Begins walking promptly across an intersection when the signal flashes green or WALK.		
III Regarding appropriate pedestrian behavior, the client: A. Verbalizes that hitchiking is dangerous.		
B. Verbalizes that one should not accept rides from strangers.		
C. Exhibits these appropriate behaviors while en-route to destination (i.e., while at traffic light or walking along a crowded street). 1. Talks quietly with acquaintances		
2. Does not stare at strangers*		
3. Walks around individuals in conversation rather than between them.		

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PEDESTRIAN MOBILITY CHECKLIST	NO	YES
4. Stays to the right in a walkway.		
5. Does not loiter in business area of town.		
D. Verbalizes that one should not walk across yard in residential areas.		
E. Verbalizes that if one should need a restroom, he/she should request the use of one at a place of business.		

* Julius Fast, in his book Body Language, states that "Simply, eye management in our society boils down to two facts. One, we do not stare at another human being. Two, staring is reserved for a non-person. We stare at art, at sculpture, at scenery. We go to the zoo and stare at the animals, the lions, the monkeys, the gorillas. We stare at them for as long as we please, but we do not stare at humans if we want to accord them human treatment."

Community Safety (Contd.)

Goal:

To provide community travel skills and information necessary for independent community employment.

Objectives:

1. To introduce the student to the community bus system.

Methods:

1. Group discussion, lecture
2. Field trips

Learning Activities:

1. Begin group discussion cueing in on these key points:
   a. You must wait for a bus at the bus stop.
   b. You can tell it is a bus stop because there will be a sign, be able to recognize all signs along your route.
   c. You will need to have the correct amount of money ready before you get on the bus.
   d. Drop the money in the coin machine.
   e. The bus driver will give you a transfer, if applicable, be able to use the transfer if you need to change buses on your route.
   f. Pull the rope when you want to get off, to alert the bus driver to stop at the next stop.
2. Go into the community with small groups of students and practice the skills necessary for using this type of transit system. Verbally reinforce the information learned in the classroom.

Notes: This is intended for students whose major source of transportation in the community will be a bus transit system.

Materials Required:

1. Bus schedules
2. Examples of bus signs
3. Enough change to practice appropriate money skills

Evaluation:

1. The student will have mastered this area when they are able to travel safely, without assistance to a predetermined destination.

Community Safety (Contd.)

Goal:

To provide community travel skills and information necessary for independent community employment.

Objectives:

1. To expose the student to alternate means of transportation.

Methods:

1. Group discussion, lecture
2. Field trips

Learning Activities:

1. Begin discussion cueing in on these key points:
   a. Taking a cab is an alternate means of transportation.
   b. In order to get a cab, you must call the taxi company in advance.
   c. Be able to answer the company's questions on the phone, your name, where you are, where your destination is.
   d. Pay the taxi driver at the end of the trip.
   e. Procedure for tipping a taxicab driver.

Notes: The example of a taxicab was used as one means of alternate transportation, if the student lives in an environment where there are subways, trains, or other transit system means this same type of learning activity may be adapted to suit the student's environmental needs.

Materials Required:

1. List of all taxicab phone numbers available in the area.
2. List of all taxicab milage charges.

Evaluation:

1. The student will have mastered this area when they are able to travel safely, without assistance to a predetermined destination.

Telephone Usage

Goal:

To give the student the basic information and skills necessary to use a telephone properly.

Objectives:

1. The student will be able to state the meaning of:
   a. A dial tone
   b. A busy signal
   c. A ringing signal
   d. The telephone operator
2. The student will be able to call two numbers he will frequently use.
3. The student will be able to call information.
4. The student will have the correct phone manners.
5. The student will be able to speak with clarity on a phone.
6. The student will be able to take a phone message accurately.
7. The student will be able to use a pay phone correctly.

Methods:

1. Group discussion, lecture
2. Practice telephone usage with a "Tele-trainer" (Available through most phone companies)
3. Cue cards

Learning Activities:

Through discussion explain each aspect of using telephones correctly. Relate telphone usage to maintaining employment, (i.e. callin, in when you are sick, receptionists job, being able to get transportation to and from work, etc.). Use the "Tele-trainer" to allow the student to practice placing and accepting calls. Use the listed objectives as an outline and work through each aspect until the student is both able to explain and demonstrate the different aspects of telephone usage. Provide students with cue cards printed with information such as most frequently called numbers, their name, address, and phone number, emergency phone numbers, their work number, etc.

Materials Required:

1. Telephone directory
2. Cue cards
3. "Tele-trainer"

Evaluation:

1. The student will have mastered this skill area when he can correctly perform all seven objectives with little or no assistance.

*This phone usage program was adapted from the Community Skills Training Center Curricula, (See Appendicies, Section D, #4)

Emergencies

Goal:

To give the student the information necessary to deal with unexpected emergencies where they may need to summon help.

Objectives:

1. The student will be able to contact by phone the following people:
   a. Police
   b. Fire Department
   c. Doctor
   d. Ambulance
   e. Hospital
   f. Employer
   g. Operator
   h. Directory Assistance
   i. Nearest relative,family member, or individual that acts as their guardian.

Methods:

1. Group discussion, lecture
2. Practice telephone usage with the "Tele-trainer"
3. Cue cards with needed numbers

Learning Activities:

Through discussion explain what each emergency number is for. Use lecture and discussion to cite different emergency situations and quiz students on what number would be appropriate to call. Explain what information will be required by each person that you call. Drill the students on the appropriate information to answer questions from the people listed above. Use the "Tele-trainer" to practice emergency calling procedures. Use the cue cards to have the student practice giving the appropriate information to the individual they are calling.

Materials Required:

1. "Tele-trainer"
2. Cue cards with emergency numbers and necessary information
3. Listing of telephone numbers for all emergency areas covered

Evaluation:

1. The student will have mastered this area when he can make the appropriate call for each of the areas liuted in the objectives, with little or no assistance, giving appropriate information accurately.

MONEY USAGE UP TO ONE DOLLAR

Goal: To increase the student's skills in the usage of money up to one dollar in order to meet limited needs on the job.

Objective: The student will demonstrate competencies in the usage of money up to one dollar.

Methods:
1. A pre-test will be given and the program can be done in sequence or done out of sequence to make it more adaptable to individual needs.
2. Play money will be used as a learning aid along with the technique of repeated reinforcement.

Criteria: Three out of five correct responses

Curriculum:

1. Count from one to five.
2. Count from one to ten.
3. Count by tens to fifty.
4. Count by tens from sixty to one hundred.
5. Count by tens to one hundred.
6. Count by fives to fifty.
7. Count by fives from fifty to one hundred.
8. Count by fives to one hundred.
9. Can identify a penny.
10. Can identify a nickel.
11. Can identify a dime.
12. Can identify a quarter.
13. Can identify a half-dollar.
14. Can identify a dollar bill.
15. Can demonstrate that five pennies are equal to a nickel.
16. Can demonstrate that ten pennies are equal to a dime.
17. Can demonstrate that twenty-five pennies are equal to a quarter.
18. Can demonstrate that fifty pennies are equal to a half-dollar.
19. Can demonstrate that one hundred pennies are equal to a dollar.
20. When asked the student will give the teacher a nickel.
21. When asked the student will give the teacher ten cents in nickels.
22. When asked the student will five the teacher fifteen cents in nickels.

Curriculum:

23. When asked the student will give the teacher twenty cents in nickels.
24. When asked the student will give the teacher twenty-five cents in nickels.
25. When asked the student will give the teacher thirty cents in nickels.
26. When asked the student will give the teacher thirty-five cents in nickels.
27. When asked the student will give the teacher forty cents in nickels.
28. When asked the student will give the teacher forty-five cents in nickels.
29. When asked the student will give the teacher fifty cents in nickels.
30. When asked the student will give the teacher fifty-five cents in nickels.
31. When asked the student will give the teacher sixty cents in nickels.
32. When asked the student will give the teacher sixty-five cents in nickels.
33. When asked the student will give the teacher seventy cents in nickels.
34. When asked the student will give the teacher seventy-five cents in nickels.
35. When asked the student will give the teacher eighty cents in nickels.
36. When asked the student will give the teacher eighty-five cents in nickels.
37. When asked the student will give the teacher ninety cents in nickels.
38. When asked the student will give the teacher ninety-five cents in nickels.
39. When asked the student will give the teacher one dollar in nickels.
40. The student can demonstrate that two nickels are equal to a dime.
41. The student can demonstrate that five nickels are equal to a quarter.
42. The student can demonstrate that ten nickels are equal to a half-dollar.
43. The student can demonstrate that fifteen nickelz are equal to three quarters.
44. The student can demonstrate that fifteen nickels are equal to one half-dollar and one quarter.
45. The student can demonstrate that twenty nickels are equal to four quarters.
46. The student can demonstrate that twenty nickels are equal to two half-dollars.
47. The student can demonstrate that twenty nickels are equal to one dollar.
48. When asked the student will give the teacher a dime.
49. When asked the student will give the teacher twenty cents in dimes.
50. When asked the student will give the teacher thirty cents in dimes.
51. When asked the student will give the teacher forty cents in dimes.
52. When asked the student will give the teacher fifty cents in dimes.
53. When asked the student will give the teacher sixty cents in dimes.
54. When asked the student will give the teacher seventy cents in dimes.

55. When asked the student will give the teacher eighty cents in dimes.

56. When asked the student will give the teacher ninety cents in dimes.

57. When asked the student will give the teacher one dollar in dimes.

58. The student can demonstrate that five dimes are equal to one half-dollar.

59. The student can demonstrate that ten dimes are equal to one dollar.

60. The student can demonstrate that one nickel and two dimes are equal to a quarter.

61. The student can demonstrate that two nickels and four dimes are equal to a half-dollar.

62. The student can demonstrate that three nickels and six dimes are equal to three quarters.

63. The student can demonstrate that three nickels and six dimes are equal to one half-dollar and one quarter.

64. The student can demonstrate that four nickels and eight dimes are equal to four quarters.

65. The student can demonstrate that four nickels and eight dimes are equal to two half-dollars.

66. The student can demonstrate that four nickels and eight dimes are equal to one dollar.

67. The student can demonstrate that two quarters are equal to one half-dollar.

68. The student can demonstrate that four quarters are equal to one dollar.

69. The student can demonstrate that two half-dollars are equal to one dollar.

70. When asked the student will give the teacher the sum of twelve cents.

71. When asked the student will give the teacher the sum of fifteen cents.

72. When asked the student will give the teacher the sum of twenty cents.

73. When asked the student will give the teacher the sum of twenty-five cents.

74. When asked the student will give the teacher the sum of fifty cents.

75. When asked the student will give the teacher the sum of one dollar.

76. The student is able to recognize a "cent" sign.

77. The student is able to recognize a "dollar" sign.

78. The student is able to recognize a pay check.

79. When asked the student can demonstrate how much it costs to buy a candy bar.

80. When asked the student can demonstrate how much it costs to buy a package of corn chips.

81. When asked the student can demonstrate how much it costs to buy a package of gum.

82. When asked the student can demonstrate how much it costs to buy a soft drink.

83. When asked the student can demonstrate how much it costs to buy two soft drinks.

84. When asked the student can demonstrate how much it costs to make a local telephone call.

85. When asked the student can demonstrate how much it costs to ride a city bus.

Adaptations: The money program was written to only one dollar because it was felt that it would best meet vocational needs. However, the program is written in a way that it can be easily built on as a foundation.

Final Test: A final evaluation can be done by testing the students individually on the steps covered in the program.

Unit III - Attitudes

Guiding mentally retarded, handicapped vocational students to develop proper attitudes with regard to their work, requires a completely non-judgemental manner on the part of the vocational trainer. Attitudes are not tangible, measurable entities. Clearly, it is understood, that attitudes cannot be changed if the individual's personal needs are not reasonably satisfied. In other words, you may not be able to achieve a total re-direction of a person's beliefs or feelings without thoroughly convincing them to their satisfaction. You can, however, change a person's habits and performance to display the appropriate behavior required by a situation. We do know that we can change behaviors. In order to teach our students to display the appropriate work attitudes, we must develop in them proper work and personal habits that will reflect the attitudes required by their area of employment. In so doing the employer will usually make assumptions with regard to the worker's attitudes. If the employer is satisfied with the worker's general appearance and performance he usually assumes the worker has the right attitude with regard to his job.

In this unit we have included training activities that deal with manners, grooming, and a section giving the various reasons why people loose their jobs. The justification for these types of activities lies within the opinion that our affective behavior displays to others what we actually think and feel. We are trying to train our students to display those behaviors that are most often used by people to interpret our attitudes. Most often mentally retarded, handicapped workers loose their jobs because they lack the appropriate work behavior. This is often referred to as their having the wrong attitude for the work required. In correcting their personal and work behavior we can help to eliminate one major reason for their inability to gain and maintain successful employment. This manual is entitled, "A work Survival Skills Training Curriculum". In working with our clients affective behaviors we will increase their chances for survival on the job, as well as in the community living environment.

Unit III - Attitudes

Section A

Manners

A person's manners are an affective display of interpersonal skills. Manners are everything from simple politeness to showing the appropriate emotion for a given situation. We usually learn manners as we are growing up. We are taught these by our parents, guardians, or through modeling the behavior of those around us. Through social interaction we discover the proper way to speak and behave in different circumstances. In this section we concentrate on teaching students those manners that will aid the student in obtaining and maintaining employment. Manners are observable behaviors. Use the Evaluation Checklists in order to determine a baseline for each individual student. The learning activities in this section use group discussion, lecture, and role playing methods to teach the appropriate manners that the students need to learn.

WORK SURVIVAL SKILLS EVALUATION

(Manners)

True / False

_____1. Do not ask personal questions about a person which they may not want to answer.

_____2. You do not have to thank a person for kindness they have shown you.

_____3. It is alright to scream loudly when you get angry at work.

_____4. If a close friend, or someone at work dies, it is good to show sympathy and sorrow for that person.

_____5. If you are with a person, and a friend of yours comes by, it is good to introduce the two people to each other.

_____6. You don't need to take care of what you borrow.

_____7. It is good to open doors for people.

_____8. It is good manners to help someone carry something they are holding.

_____9. It is alright to address your co-workers with terms of endearment such as dear, honey, etc.

_____10. It is alright to interrupt your boss, or a co-worker, when they are talking.

_____11. You should always use please and thank you when asking for something

_____12. You should always use yes mam and yes sir when addressing people who are older then you, or who are your superiors.

Mark appropriate answers with +, and in appropriate answers with -

---

Target areas most needing work below:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Additional comments on back.

Manners

Goal:

To provide the student with the information and skills necessary for the development of good manners.

Objectives:

1. The student will become aware of his/her current manners.

Methods:

1. Group discussion, lecture

Learning Activities:

1. Using the Work Survival Skills Evaluation as a guiding baseline, lead discussion and lecture through the topics suggested on the Evaluation sheet. The students should be made aware of appropriate manners while doing this.
2. Review each student's evaluation. Draw from past observations of the student's interactions with others to demonstrate their current level of manners with them. Illustrate both their appropriate and inappropriate behaviors to them. Allow the student time to recognize for themselves those behaviors which are appropriate or inappropriate. Ask them to score themselves after looking at their evaluation.

Materials Required:

1. Work Survival Skills Evaluation for each student.

Evaluation:

1. Work Survival Skills Evaluation

Manners (Contd.)

Goal:

To provide the student with information and skills necessary for the development of good manners.

Objectives:

1. The student will be able to recognize inapproriate manners.
2. The student will be able to recognize appropriate manners.

Methods:

1. Group discussion, lecture
2. Role play

Learning Activities:

1. Review points made in the previous learning activity.
2. Structure the role playing situations in such a manner that both appropriate and inappropriate manners are displayed. Whenever good or bad manners are displayed stop the role play and have the class identify those manners. Have them explain why they are good, and why they are bad.
3. Continue this until the students are readily identifying both appropriate and inappropriate responses.

Materials Required:

1. Work Survival Skills Evaluation Sheets.

Evaluation:

1. Each student should be able to identify both appropriate and inappropriate responses, three out of four times accurately, without assistance.

Manners (Contd.)

Goal:

To provide the student with information and skills necessary for the development of good manners.

Objectives:

1. The student will be able to display appropriate manners for given situations.

Methods:

1. Role play

Learning Activities:

1. Structure the role play situations to include as many different situations as possible, (i.e. interaction with boss, interaction with co-workers, interaction with superiors, elders, etc.)
2. When the student displays inappropriate or bad manners, stop the role play, have the student identify what they did wrong, have the student make corrections himself, continue the role play with proper corrections.
3. Repeat this activity using different situations until the student displays the appropriate behavior in different situations.

Materials Required:

1. Blackboard to help pinpoint correct behaviors.

Evaluation:

1. Work Survival Skills Evaluation Sheets
2. The student displays appropriate behavior in 4 different situations, three out of four times accurately, with no assistance.

Unit III - Attitudes

Section B

Grooming

Grooming is an important factor in how the employer perceives the student as a potential employee. A well groomed person displays a positive attitude toward their work. This attitude will be reflected in the first impression a student leaves with a potential employer. It is important to be well groomed for a job interview as an employer's first impressions are influenced by what he sees,as well as what he hears.

A well groomed person shows others that they take pride in themselves, which gives them an advantage with the prospective employer. This pride in one's appearance can also be interpreted as a pride in one's work. They want to be presentable in the job they are doing.

Depending on the students' living environments the vocational trainer may have little control over the setting in which they perform their daily grooming tasks. Therefore, emphasis must be placed on the importance of proper grooming techniques that will carry through in any environment. The vocational trainer should relate proper grooming to the obtainment and maintainence of employment. Students should realize that improper grooming is often a factor in the loss of one's job.

WORK SURVIVAL SKILLS EVALUATION

(Grooming)

True / False

_____1. Taking a bath everyday is important

_____2. You don't need to use soap when you bathe.

_____3. You need to use deodorant everyday.

_____4. Men should shave everyday.

_____5. You should brush your teeth after every meal, or at least once in the morning, and once before bed.

_____6. People notice if you have bad breath.

_____7. Your clothes should be cleaned and pressed.

_____8. Your clothes should be appropriate for the type of work you do.

_____9. You should have clean underclothes everyday.

_____10. It is alright to interview for a job wearing dirty, wrinkled clothes

_____11. Your hair should be clean and combed neatly at all times.

_____12. Your shoes should be shined if necessary to help present a good appearance.

_____13. Your fingernails should be kept clean all the time.

Mark appropriate answers with +, and inappropriate answers with -

---

Target areas most needing work below:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Additional comments on back.

Grooming Skills - Checklist

Goal:

To make the student aware of how their personal appearance effects their obtainment and maintenance of employment.

Objectives:

1. The student will be able to focus on details of their personal appearance.
2. The student will be able to mark off grooming areas which do not require attention on a daily basis, and identify those that do require attention on a daily basis.

Methods:

1. Using the Grooming Skills Checklist, the trainer will, with the aid of a mirror, help the student identify those areas of their personal appearance which are in need of improvement.
2. The Grooming Skills Checklist will be reviewed each day for five days; this sequence can be repeated from then on as often as necessary.

Learning Activities:

1. Begin discussion based on the Grooming Skills Checklist, explaining each area and relating them to why good grooming is important to successful employment.
2. Using a mirror, the trianer will help each student to identify which areas of grooming, with regard to their personal appearance, are in need of improvement.
3. Daily, at the beginning of class for five consecutive days the trainer will review the Grooming Skills Checklist with each student.

Notes: The purpose of the Grooming Skills Checklist is to help the student to start thinking about their own personal appearance, and how they should dress for their work. It is important for the vocational trainer to constantly direct their efforts with emphasis being placed on the relationship of grooming to work.

Materials Required:

1. Grooming Skills Checklist
2. A full length mirror

Evaluation:

1. Work Survival Skills Evaluation
2. Grooming Skills Checklist, charting the improvement of each student's grooming skills.

Grooming Checklist

1. Face clean.
2. Hair combed and clean.
3. Teeth clean.
4. Hands clean.
5. Fingernails trimmed and clean.
6. Pleasant body odor.
7. Shaven or make-up is appropiate.
8. Clothes match and are clean.
9. Shoes appropiate.
10. Posture.

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Grooming Skills (Contd.)

Goal:

To make the student aware of how their personal appearance effects their obtainment and maintenance of employment.

Objectives:

1. The student will recognize the relationship between personal appearance and successful employment.

Methods:

1. Slide show presentation
2. Group discussion, lecture

Learning Activities:

1. During the slide presentation direct discussion toward these key points:
   a. Al could not get a job. Why?
   b. Al had no friends. Why?
   c. Al had poor grooming habits:
      1. Al looked dirty
      2. He was unshaven
      3. His clothes were dirty
      4. His hair was dirty and uncombed
   d. Grooming tasks you should do every day:
      1. Shower
      2. Shave
      3. Brush your teeth
      4. Comb your hair
      5. Use a deodorant
      6. Put on clean, neat clothes
   e. Grooming you should do every two weeks:
      1. Cut your fingernails, toenails
      2. Keep your hair trimmed and tidy
   f. Tools used for good grooming:
      1. Shampoo
      2. Shaving cream
      3. Razor
      4. Soap
      5. Comb
      6. Brush
      7. Nail clippers
      8. Towels
      9. Toothpaste
      10. Toothbrush

Materials Required:

1. Slide show presentation: (See Appendicies, Section E, #6, Grooming for Men, Grooming for Women, Materials Development Center)

Grooming Skills (Contd. from page 74)

Evaluation:

1. Grooming Skills Checklist
2. Work Survival Skills Evaluation
3. The students should be able to identify and state the use of each tool for grooming listed with no error.

Notes: This lesson may be broken down into several smaller ones. It is important to use curriculum the students are already familiar with. We have not included individual activity plans for each task such as how to wash your hair, how to brush your teeth, how to take a bath, how to shave , etc. The vocational trainer should recognize each individual student's ability or lack of ability in these areas. If additional training is necessary then added activity plans on these types of tasks should be developed and implemented as soon as the need becomes apparent.

Unit III - Attitudes

Section C

Why People Lose Their Jobs

The concluding section of the Work Survival Skills Training Curriculum Manual deals with a subject that is essentially negative in nature. The vocational trainer should try to approach this material in a positive manner stressing that these reasons are things the student should avoid. Continual emphasis should be placed on the appropriate behavior. An approach of this type should help the student adopt an attitude of perseverance in all of their tasks. This unit stresses the point that having the appropriate technical skill is not always enough to maintain employment. Many times people lose their jobs due to inappropriate behaviors and these behaviors are what we are trying to help our students eliminate.

In summary this final section singles out work behavior. It is felt that in order for the students to comprehend the complex relationship between successful employment and appropriate work behavior, it is necessary for the vocational trainer to repeatedly emphasize the varied aspects of this relationship to their students throughout the entire training program of work survival skills.

WORK SURVIVAL SKILLS EVALUATION

(Why People Lose Their Jobs)

True / False

_____1. You could be fired for coming to work on time.

_____2. You could be fired for stealing.

_____3. You could be fired for not trying to improve your job performance.

_____4. You could be fired for not following company rules.

_____5. You could be fired for not doing your work the right way.

_____6. You could be fired for missing too much time from your job.

_____7. You could be fired for not getting along with your co-workers.

_____8. You could be fired for taking too many breaks at your job.

_____9. You could be fired for not following a supervisor's directions.

_____10. You could be fired for arguing on the job.

Mark the appropriate answers with +, and inappropriate answers with -

---

Target areas most needing work below:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Additional comments on back.

Why People Lose Their Jobs

Goal:

To convey to the student the importance of appropriate on the job behavior.

Objectives:

1. To familiarize the student with some of the many reasons why people lose their jobs, other than the lack of technical skills.

Methods:

1. Group discussion, lecture

Learning Activities:

1. Begin group discussion cueing in on these key points:
   a. Coming to work late, or leaving early is cause for dismissal.
   b. Taking too many breaks, or overstaying break times is cause for dismissal.
   c. Being dishonest, (i.e. stealing), is cause for dismissal.
   d. Missing too many days from work is cause for dismissal.
   e. Not following company rules is cause for dismissal.
   f. Not being able to get along with co-workers is cause for dismissal.
   g. Not doing your assigned work is cause for dismissal.
   h. Not following your supervisor's directions is cause for dismissal.
   i. Continual poor appearance is cause for dismissal.

Materials Required:

1. Blackboard to list all possible reasons the class can state for losing a job.
2. Work Survival Skills Evaluation Sheets

Evaluation:

1. Work Survival Skills Evaluation Sheets, all answers correct.

Appendix A

Group Training

Activity Plans

I. Group discussion, lecture is used extensively throughout all areas of the work survival skills training. It can be an effective way to encourage students to open up and examine their personal attributes and deficiencies. Audio-visual aides are also a device that should be used to focus the student's attention on the subject being discussed. Visual displays need not be elaborate, as many times, a spontaneous discussion centered around several select frames of a filmstrip can be more effective than a well rehearsed format.

II. Guidelines:

1. Have materials prepared in advance of class.
   a. Audio-visual equipment set up and ready.
   b. Films,slides, filmstrips ordered in advance.
   c. Lesson plans
   d. Appropriate size room for lesson activity

2. Creating a safe, comfortable environment:
   a. A well lighted, well ventilated room
   b. Tables and chairs arranged in a manner to promote interpersonal interaction.
   c. Group rules relating to no laughing at things people say, no fighting among students, etc.
   d. The trainer should always try to remember to refrain from making value judgements.

Note: Always teach the class in a positive manner. Whenever possible have the students correct their own mistakes.

Appendix B

Role Playing Techniques

Activity Plans

I. Role playing is used throughout work survival skills training. It is an effective approach to communication problems. It also aids in the improvement of the student's self concept, and new patterns of interaction. Role playing may be used to :
   1. Stimulate an active interest in class discussion and activities.
   2. Help the students to see a situation from both sides.
   3. Help provide the students with actual situations in which they can test the appropriateness of their responses.

II. 1. When introducing role playing to a group identify it as another way of learning.
   2. Outline clearly the situation to be role played and the issue being explored.
   3. Involve other students by assigning them the role of observers.
   4. Keep the role playing focused on the issue at all times.
   5. Individually brief students before the start of role playing.
   6. Clearly determine a beginning and an end to the senario.
   7. At the conclusion of the role playing discuss with the group the results.
   8. Tell the group that the role playing just seen is only one response to a given situation, discuss other possible reactions.
   9. Use role reversal in role playing. This demands a second performance with the players reversing their positions.
   10. Outside the group setting role playing may be used as a one-to-one conference with students to help guide and direct their behavior

Appendix C

Glossary of Basic Communication Skills

Adapted from Inter-Act, Using Interpersonal Skills, By Kathleen Verderber, and Rudolph Verderber, 1977, by Wadsworth Publishing Company, Inc. Belmont California, 94002.

Appendix C (Contd.)

Glossary of Basic Communication Skills

Skill	Definition	Use	Procedure	Example
Empathizing	Being able to detect and identify the immediate affective state of another. Responding in an appropriate manner.	To create or to promote a supportive climate.	1. Listen actively to what the person is saying. 2. Try to recall or to imagine what you would feel like under those same circumstances. 3. Say something that indicates your sensitivity to those feelings.	When Jerry says "I really feel embarrassed about wearing braces in college," Mary empathizes and replies, "Yeah, I can understand that-I remember the things I had to put up with when I wore braces."
Equality	Seeing others as worthwhile as self.	To create or promote a supportive climate.	1. Consider what you are about to say. 2. Does it contain words or phrases that indicate or imply that you as sender are in some way superior to the receiver? 3. If so, recast the sentences to alter the intent.	Instead of saying "As you gain maturity you'll learn how to cope with these situations," say "That was a difficult one. But handling difficulty one helps you gain the experiences--and we all need experience to help with special cases."
Supporting	Saying something that soothes, reduces tension, or pacifies.	To help the sender to feel better about himself or what he has said or done.	1. Actively listen to the message. 2. Try to empathize with the person's feelings. 3. Phrase a reply that confirms the person's right to these feelings.	"I'm so disappointed I didn't make the team." "I can understand that, you worked so hard."

Appendix C (Contd.) Glossary of Basic Communication Skills

Skill	Definition	Use	Procedure	Example
Listening	Making sense out of what you hear.	To receive oral communication	1. Get ready to listen. 2. Shift from speaker to listener completely. 3. Listen actively. 4. Withhold evaluation.	(Not applicable)
Paraphrasing	Restatement of the content or intent of the senders verbal message.	To increase listening efficiency; to avoid message confusion; to discover sender's motivation.	1. Actively listen to the message. 2. Decide the message 3. Restate the message into your own words. 4. Try making your statement either more general or more specific than original.	Julia: "I saw the best movie--you have to see it." Tony: (content paraphrase) "I take it that you really like the plot." (intent paraphrase) "Sounds like the movie really made you happy."
Feed back Giving	Responses to a person that provide that person with information about himself.	To give people new information about themselves. To help them see themselves as others see them.	1. Given only when the person indicates a need. 2. Should be positive as well as negative. 3. Should be specific rather than general. 4. Give the feedback at the earliest possible time. 5. Direct the feedback toward behavior a person can do something about. 6. Phrase feedback descriptively rather than evaluatively.	Carol says, "Bob, I've noticed something about your behavior with Jenny, would you like to hear it?" After Bob assures her that he would she continues, "Well the last few times we've all been together whenever Jenny starts to relate an experience you interrupt her and finish telling the story.

Appendix D

Available Curricula

1. Personal, Social Adjustment Training Curricula Manual
   Stephen L. Drury, Consultant
   Olivia Shellhass, Writer
   Sarah Ready, Assistant Writer
   Bob Magnusson, Assistant Writer
   Brenda Fine, Assistant Writer
   Marsh Leach, Assistant Writer
   The Vocational Rehabilitation Department, Austin State School for the Mentally Retarded

2. Power Equipment Training Curricula Manual
   For Power Equipment Training of the Handicapped
   Stephen L. Drury, Consultant
   Rick Roderick, Writer
   Adelaide Horn, Assistant Writer
   The Vocational Rehabilitation Department, Austin State School for the Mentally Retarded

3. The Placement Handbook
   Stephen L. Drury, Consultant
   Adelaide Horn, Writer
   The Vocational Rehabilitation Department, Austin State School for the Mentally Retarded

4. Community Skills Training Center Curricula
   Rosalie Garcia, Writer
   Margaret Hester, Assistant Writer
   Louis Washington, Assistant Writer
   Carl Rissanen, Assistant Writer
   Helen March, Assistant Writer
   Billie Walker, Assistant Writer
   The community Services Department, Austin State School for the Mentally Retarded

5. Darrell Royal Workshop Curricula
   For Person, Social Adjustment Training
   James Fennell, Editor
   Katherine Munned, Writer
   Austin Travis County Mental Health and Menatal Retardation Rehabilitation Center - (Available through the Region XIII Educational Service Center)

Appendix E

Audio Visual Reference List

1. Film: Self-Concept, and Employment, this film is available through Region XIII Educational Service Center, 7703 North Lamar, Austin, Texas 78752.

2. Filmstrip kit: Work Survival Kit, You and Supervisor, this filmstrip kit is available through Region XIII Educational Service Center, 7703 North Lamar, Austin, Texas 78752.

3. Film: Guide to Me and Jobs, this film is available through Region XIII Educational Service Center, 7703 North Lamar, Austin, Texas 78752.

4. Films: Job Interviews, Three Young Men, Job Interviews, Three Young Women These films are available through Region XIII Educational Service Center, 7703 North Lamar, Austin, Texas 78752.

5. Film: Safely Walk to School, this film is available through Texas State Health Department, 1100 West 49th Street, Austin, Texas 78756.

6. Slide presentation: Vocational Training, Grooming for Men, Grooming for Women, this slide presentation is available through Materials Development Center, Stout Vocational Rehabilitation Institute, Menomonie, Wisconsin 54751.

Appendix F

Reference List of Literature

1. Inter-Act, Using Interpersonal Skills, Written by Kathleen Verderber, and Rudolph Verderber. 1977 by Wadsworth Publishing Company, Inc. Belmont, California 94002.
2. How to Get a Job and Keep It, Written by Dorthy Goble. 1975 by Steck-Vaughn Company, Austin, Texas.
3. The Dynamics of Human Communication: A Laboratory Approach, Written by Gail E. Myers, and Michele Tolela Myers. 1973, 1976 by McGraw-Hill, Inc. New York, St. Louis, and San Francisco.
4. Educating Exceptional Children, Written by Samuel A. Kirk Professor of Special Education, University of Arizona. 1962 by Samuel A. Kirk, 1972 by Houghton Mifflin Company, Boston, New York, Dallas, Palo Alto.